



Briefing Note: Resource Teachers: Learning and Behaviour 2022 national satisfaction survey results

To:	Hon Jan Tinetti, Minister of Education		
Date:	27 February 2023	Priority:	Medium
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose

This Briefing Note informs you of the findings of the 2022 Resource Teacher: Learning and Behaviour (RTLb) national satisfaction survey from schools and kura. It provides information about the dissemination and use of the findings.

Summary

- The annual RTLb national satisfaction survey provides school and kura feedback on RTLb service covering satisfaction, performance, and outcomes.
- RTLb cluster managers distributed the survey in September 2022 and 1,634 responses were received from 1,162 schools and kura. Just under half (48%) of schools and kura eligible to access the RTLb service responded to the survey.
- A high level of satisfaction with the quality of service delivered is steady at 78%, unchanged from 2019 and 2020. Satisfaction with service during COVID-19 was 65%, also unchanged from 2021
- Satisfaction with time it took to access services increased 6% to 72%. This progress reflects cluster focus on flexible and responsive services in line with He Pīkoria.
- When compared with the 2021 and 2019 findings most performance and some outcomes results were stable or increased from 2021 but most are not yet back to the 2019 (pre COVID-19) levels. Annex one summarises the results.

Recommended actions

- Note** the 2022 overall satisfaction rating for quality of service remains at 78% and there has been a 6% improvement in the time it took to access services.

Noted

- b. **Note** the 2022 performance and outcome results have improved from 2021 but the service is not yet back to the 2019, pre COVID-19 level for most survey questions.

Noted

- c. **Note** the collated survey results will be shared with Hautū, Directors of Education, and with Lead School Principals and Cluster Managers, and used to inform 2023 annual planning and ongoing service improvements at the cluster, regional, and national level.

Noted

- d. **Agree** that this Briefing will be proactively released.

Agree Disagree



Dr David Wales
National Director, Learning Support
Te Pae Aronui

27 February 2023



Hon Jan Tinetti
Associate Minister of Education

04/03/2023

Background

1. The RTLB service provides trained specialist itinerant teachers (learning and behaviour) across the schooling network for ākonga in years 1 to 10, their teachers and whānau. The service supports successful and inclusive educational pathways through universal, targeted and tailored responses to need.
2. The annual national RTLB satisfaction survey provides valuable feedback from schools on overall service satisfaction, and satisfaction with RTLB performance, and outcomes. Survey data informs planning and service development at cluster, regional, and national levels. Most questions remain consistent with past surveys and include the questions we added in 2021 about satisfaction with the service during COVID-19, cultural awareness and RTLB support for families and whānau.
3. Individual clusters received their survey data in December 2022 to support their annual planning and reporting requirements.

Survey 2022 response rate and demographics

4. Cluster managers distributed the online survey (in English and Te Reo) to 2,397 schools and kura who are eligible to receive the RTLB service. The total number of responses was 1,634, most were completed in English (1,627) and 7 were completed in te reo Māori.
5. The overall response rate was 48%, the same as in 2021. The cluster-level response rates varied from 22% (Cluster 21) to 85% (Cluster 30). By region, Waikato and Hawkes Bay/Tairāwhiti had the lowest response rates at 36%, and Nelson/Marlborough/West Coast had the highest at 65%. Refer Figure 1.
6. Respondents were all educators including school leaders (52%), Learning Support Coordinators and SENCOs (60%), and teachers/kaiako (30%)¹. Most respondents (1,313) worked with ākonga in years 0 to 6, compared to 835 who worked with learners in years 7 to 8, and 291 in years 9 to 10.

Results indicate consistency in overall satisfaction and positive performance ratings

National satisfaction results

7. Satisfaction questions focused on the time it took to access services, quality-of-service delivery, and service satisfaction during COVID-19 alert level changes in 2021 and 2022. Survey questions are shown in Annex Two and Table 1 below shows satisfaction percentage ratings from 2019 to 2022.
8. The level of satisfaction with the quality of service delivered is maintained in 2022 at 78%, unchanged from 2019 and 2020. The 65% rating for service satisfaction during COVID-19 in 2021 and 2022 was also unchanged from 2021.
9. Satisfaction with time it took to access services was 72%, a 6% increase compared to 2021. This progress reflects cluster focus on flexible and responsive services in line with He Pikorua.

¹ Respondents could list one or more roles.

10. The percentage who were dissatisfied across the three satisfaction questions was lower in 2022 (10%) than in 2021 (12%). Between 2021 and 2022, there was a 3% drop in dissatisfaction for timeliness to 11%, 2% for COVID responsiveness to 11%, and 1% for quality of service to 8%.

Table 1: National satisfaction results

Question	Percentage of satisfied or very satisfied responses			Percentage of dissatisfied or very dissatisfied responses		
	2019	2021	2022	2019	2021	2022
The time it took to access services	68%	66%	72%	13%	14%	11%
The quality of service-delivery	78%	78%	78%	7%	9%	8%
Service satisfaction during COVID-19	-	65%	65%	-	13%	11%

National performance results

11. The eight performance statements reflect valued ways of working within the Learning Support Delivery Model and He Pikorua. Table 2 shows performance results from 2019 to 2022. Performance results remained relatively high ranging from 72% to 90% and the average performance rating was 82% in 2022 (Table 2 below shows comparisons between years).
12. When compared with the 2021 results, seven performance results increased or stayed the same and one decreased.
13. For cultural awareness, 82% agreed or strongly agreed with the statement that RTLB demonstrate a high level of cultural awareness when working with kura, kaiako, students, and whānau, and 6% disagreed or strongly disagreed.

Table 2: National performance results

Question	Percentage of satisfied or very satisfied			Percentage dissatisfied or very dissatisfied
	2019	2021	2022	2022
Treated fairly	89%	89%	90%	3%
Were easy to work with	88%	85%	84%	5%
Took individual circumstances into account	87%	83%	84%	6%
Took a collaborative problem-solving approach	87%	82%	83%	7%
Did what they said they would do	86%	82%	82%	5%
Are competent	85%	82%	82%	5%
High level of cultural awareness	N/A	81%	82%	6%
Good value for taxpayers' dollars	74%	71%	72%	13%

National outcome results

14. The seven outcome statements cover outcomes for students, teachers and schools, and families. Table 3 shows outcome results from 2019 to 2022.
15. Consistent with last year, the outcome results were lower than the performance results ranging from 52% to 71%. All outcome results were lower in 2022 than in 2019 and the average outcome rating of 63% was lower than the 70% average in 2019.
16. When compared with the 2021 results, four increased or stayed the same and three decreased.

Table 3: National outcome results

Question	Percentage of satisfied or very satisfied responses			Percentage dissatisfied or very dissatisfied
	2019	2021	2022	2022
Teachers and staff felt supported	80%	72%	71%	10%
Teachers and staff gained knowledge and skill	73%	68%	68%	12%
Improvement in students' learning and achievement	72%	65%	61%	13%
Families and whānau felt supported	N/A	65%	66%	10%
Students' participation, self-management and relationships improved	69%	63%	63%	13%
School strengthened inclusive practices	65%	59%	58%	15%
School improved systems and processes	59%	49%	52%	18%

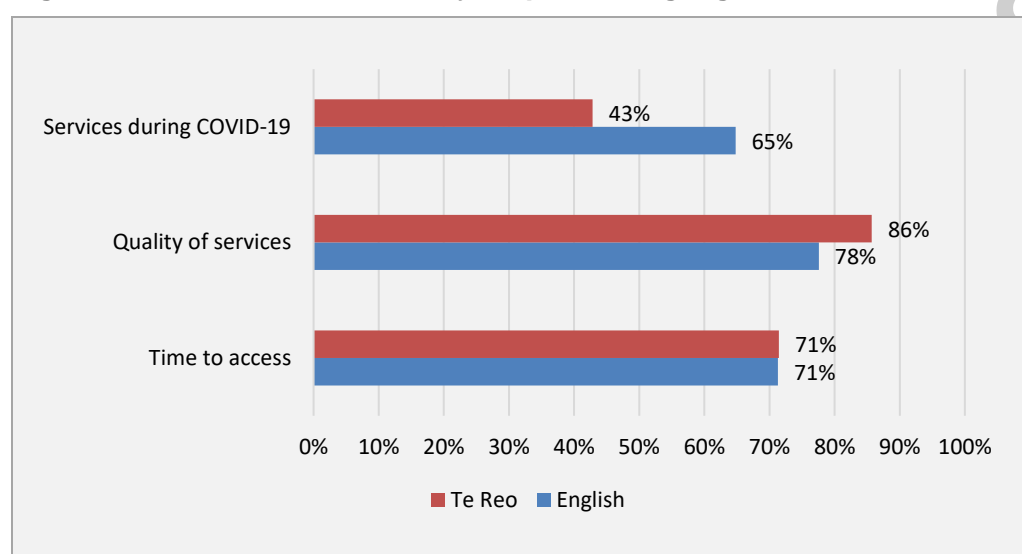
Qualitative questions provided ideas for improvements to the RTLB service

17. The survey has three questions seeking suggestions for national and local improvements for the service, and any other comments or suggestions. Qualitative analysis showed common themes as summarised below. See Annex 3 for details and quotes.
18. Many respondents noted support for the service and commenting on the need to keep doing what works. The main themes for suggestions to improve the service were:
 - more RTLB staff and funding
 - easier access to the RTLB service
 - greater consistency of service provision
 - to stop doing some things which don't work for schools and kura
 - improve relationships and communication
 - other areas for service change and improvement.

Findings from the te reo Māori responses

19. Only 7 surveys were returned in te reo Māori compared to 20 last year. The Department of Internal Affairs (DIA) translated the survey into te reo and the responses back into English.
20. Consistent with the 2021 findings, the national satisfaction ratings in Māori Medium settings were higher (86%) than those for English medium (78%)² for overall quality of services. The time to access services was the same but the ratings for services during COVID-19 were lower in the te reo Māori responses.

Figure 2: National satisfaction by response language



21. Qualitative responses affirm the need for RTLB to speak te reo Māori or to work alongside peers who do, to acknowledge the mana of the whānau and to have authentic connections to the kura. They promoted proactive approaches to come together with kura and ask how the RTLB service can best provide support. The location of RTLB offices close to or in kura was promoted.
22. Translation of quotes from Te Reo responses

We are lucky our RTLB speaks Māori. That's a real help. They know the wairua of the families and our children.

Let us exchange ideas and don't forget that whānau have mana.

Next steps

23. The collated survey results will be shared with Hautū, Directors of Education, and with Lead School Principals and Cluster Managers. This supports planning and ongoing improvement processes.
24. The survey will run again in Term 3, 2023. The RTLB Executive have invited Cluster Managers to consider adjusting some survey questions to align with He Pikorua but core questions will be unchanged so we can continue to track year-on-year service performance.

² The Te Reo surveys were included in the combined analysis.

Proactive Release

25. We recommend that this Briefing is proactively released.

Annexes

Annex One: Summary of the 2022 national RTLB satisfaction survey results

Annex Two: 2022 National RTLB satisfaction survey in English

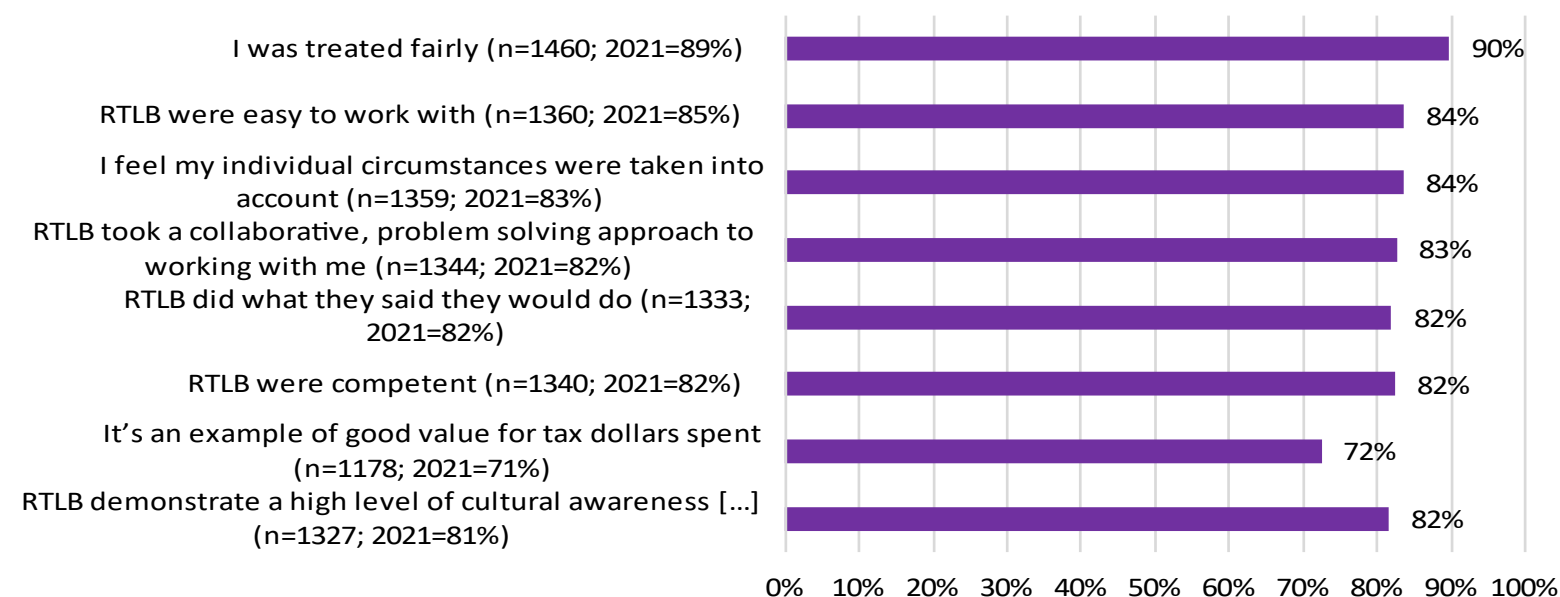
Annex Three: Service improvement suggestion themes from qualitative questions

NATIONAL RTLB SERVICE SATISFACTION SURVEY 2022

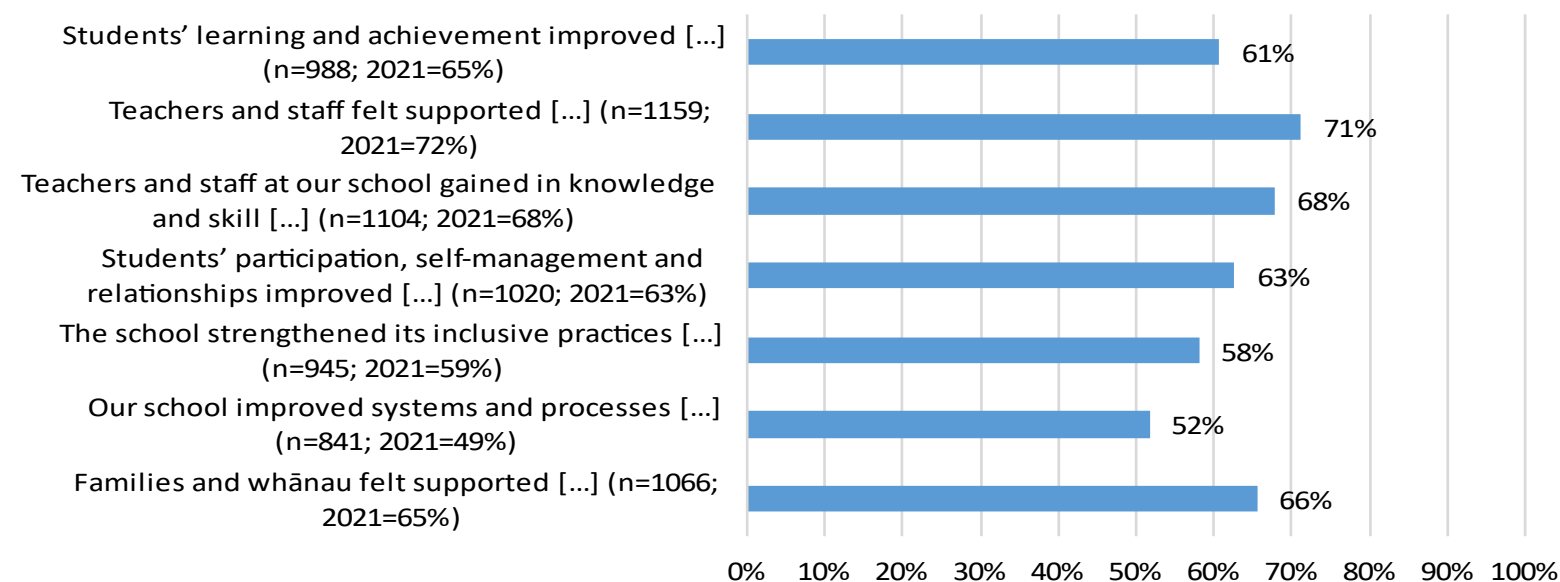
1,634 responses, 48% of all schools/ kura



Performance - % agreeing (4 or 5) that RTLB ...

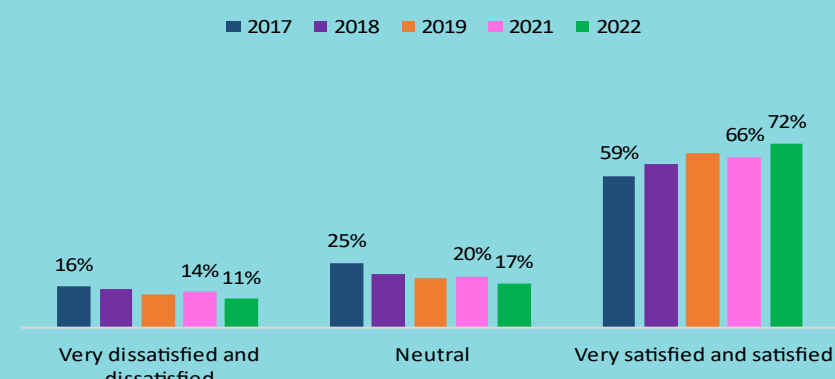


Outcomes - % agreeing (4 or 5) that as a result of RTLB involvement...

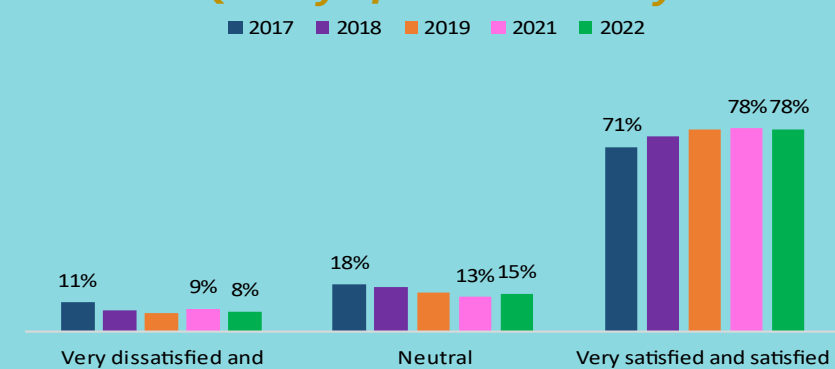


Overall satisfaction on 3 key indicators

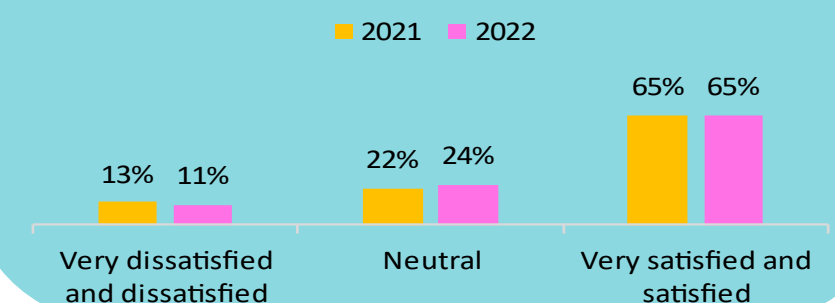
Time it took to access services



Quality of service delivery



Service during COVID in 2021 & 2022



Annex two: 2022 National RTLB satisfaction survey in English

RTLB National Satisfaction Survey

Please complete this survey about your local Resource Teachers: Learning and Behaviour (RTLB) service, based on your personal experience. The survey will close on **Friday 23 September 2022, 5pm**.

Note: this is NOT feedback on the Ministry of Education's learning support services.

When did you last access RTLB support?	Never Within the past week Within the past month Within the past 3 months Within the past year More than a year ago					
[Note; if respondent answers ' Never ', the survey will take the respondent straight to 'Demographics' part of the survey]						
EXPECTATIONS						
*Before going to RTLB for this service, what quality of service did you expect?	Very poor				Very good service	
	1	2	3	4	5	
SATISFACTION						
* Looking back, how did the service you got from RTLB compare to your expectations?	Much worse than I expected				Much better	
	1	2	3	4	5	
What suggestions do you have that will help RTLB nationally to improve the service they provide?						
What suggestions do you have that will help RTLB locally to improve the service they provide?						
*Overall, how satisfied were you with the quality of RTLB service delivery?	Very dissatisfied				Very satisfied	
	1	2	3	4	5	
Overall, how satisfied were you with the amount of time it took to access service from RTLB?	1	2	3	4	5	
Overall, how satisfied were you with the RTLB service in 2021 and/or 2022 during COVID-19 Alert Level changes and impacts?	1	2	3	4	5	
PERFORMANCE						
	Agreement					
	Strongly disagree				Strongly agree	
*RTLB were competent	1	2	3	4	5	NA
*RTLB did what they said they would do	1	2	3	4	5	NA
RTLB were easy to work with	1	2	3	4	5	NA
RTLB took a collaborative, problem solving approach to working with me	1	2	3	4	5	NA
*I was treated fairly	1	2	3	4	5	NA
*I feel my individual circumstances were taken into account	1	2	3	4	5	NA
*It's an example of good value for tax dollars spent	1	2	3	4	5	NA
RTLB demonstrate a high level of cultural awareness when working with kura, kaiako, students and whānau	1	2	3	4	5	NA
Any additional comments or suggestions about the RTLB service.						
OUTCOMES						
	Agreement					
	Strongly disagree				Strongly agree	
Teachers and staff felt supported through RTLB involvement.	1	2	3	4	5	NA
The school strengthened its inclusive practices through RTLB involvement.	1	2	3	4	5	NA
Students' participation, self-management and relationships with others improved as a result of RTLB involvement.	1	2	3	4	5	NA

Teachers and staff at our school gained in knowledge and skill as a result of RTLB involvement.	1	2	3	4	5	NA
Our school improved systems and processes as a result of RTLB involvement.	1	2	3	4	5	NA
Students' learning and achievement improved following RTLB involvement.	1	2	3	4	5	NA
Families and whānau felt supported through RTLB involvement.	1	2	3	4	5	NA
DEMOGRAPHICS						
What is the number of the school you work at?						
What is your RTLB cluster number (or what lead school does your school belong to)?	Drop down list Provide of cluster numbers and lead schools: eg Cluster 1, Kaitia Primary					
Please indicate the year level(s) of the students at your school (you may select more than one)	Years 0-6 Years 7-8 Years 9-10					
Please indicate which of the options apply to your school (you may select more than one)	Kura Kaupapa Kura a Iwi Immersion class/es Bilingual class/es Pacific immersion schools/classes N/A					
What is your role within your school? (you may select more than one)	SENCo Learning Support Coordinator Classroom teacher/Kaiako Principal Deputy/Associate principal Dean Other/(please specify) <input type="text"/>					

Thank You

If you have any concerns or queries about this survey, please contact

RTLB.enquiries@education.govt.nz

Your feedback helps us improve the support we provide. Thank you for participating!

Like the service and keep doing what works

Many respondents liked the service and commented on the things RTLB do that make the service effective, the effectiveness of the liaison RTLB role was the most common theme. This was highly valued particularly when the liaison had strong communication and positive relationships, came regularly, and worked closely with other agencies including MoE. Schools liked strong working relationships between LSC and or SENCos and RTLB, and RTLB. They valued fast response times and noted certain clusters were high performing.

“Our school RTLB liaison is excellent. The relationship she has with our school is fantastic. I know she understands our school and our needs. It is great to have the same RTLB for liaison to build up a strong relationship.”

More RTLB staff and funding

To improve services many respondents asked for more RTLB staff, more support, more funding and resources. They asked for more TA and more teacher release time. Some also asked for more In-Class-Support (ICS) places, and a few referred to the need for different types of specialists such as Educational Psychologists and improved access to Ministry services.

“Continue to employ a greater number of RTLB as the needs are so high in our area and there are lots more students needing support especially those being affected by lockdowns and illness.”

Easier access to the RTLB service

Some asked for easier access to support including less paper work and faster access to support and to re-refer. Some wanted a best match between the allocated RTLB and the needs identified not just giving all requests to the RTLB for that school. Once allocated some asked for faster time frames for the service to be initiated.

Responses show the rules around access to support vary across clusters, for example some avoid making requests because RTLB are too overloaded, another thought schools cannot request support only the liaison RTLB, and another thought they were unable to refer for learning needs.

“Be more flexible around the amount of paperwork and meetings that are expected before a student can access your service. This is often what puts teachers off from wanting or making a referral as they just see it as another layer of work.”

Once services were established some asked for greater focus on implementation, including monitoring, review, working with teachers, and tracking progress, rather than just developing a plan and then closing.

Greater consistency of service provision

Variability across clusters was commonly noted in relation to individual RTLB performance and/or cluster differences. Some clusters and some RTLBs were seen to be high performing and others not so. Schools asked for consistently high standards of RTLB practice and for clusters to manage performance.

“Consistency in the quality of support you will receive between different RTLB in the cluster. The quality of support is often strikingly different.”

Use of common protocols or service expectations so schools and kura know what to expect and to guide quality of delivery was promoted to improve consistency and use of a case closure survey was suggested so schools can provide service feedback at the time it is provided.

Stop doing some things which don't work for schools and kura

Respondents noted some things they would like clusters and schools to move away from or stop doing. Each of the points below represent the views of a few or some respondents but are important to address outlying practices.

Overreliance on rule-based service decisions and lack of flexibility: Schools and kura wanted greater focus on needs (not rules) as the basis for service decision making. Examples of rule-based decision-making cited include set 20-week service duration then close or all cases are routinely closed in Term 4.

Managing work with a focus on wait times which discourages schools from requesting: and masks the needs in schools. A small number noted that liaison RTLB may block the ability of schools to request support

Coming in with predetermined ideas and programmes or lots of low value-add busy activity: Some noted that some RTLB over focus on set programmes or come in with predetermined ideas. They want RTLB to listen to schools and following a process to develop a shared plan and actions which add value beyond what schools already know and do.

Improve relationships and communication/information

Some suggestions focused on the need to strengthen relationships and improve communication with schools, and to provide better information about the RTLB service. The importance of clear communication and prompt responses to communications was noted, and setting times that work for school staff and the setting they work in eg primary, intermediate or secondary.

"Maintain clear, open communication between whānau, teachers, students (if appropriate), SENCO and RTLB so we can all work together to help improve outcomes for our tamariki."

Better information for schools was also requested. This included better service information about what is available, website improvements, and clearer information about RTLB services and funding.